

**HOME ENVIRONMENT
AND ACHIEVEMENT IN ENGLISH**

**Project Paper Submitted in Partial Fulfillment
Of the Requirements for the Degree of Master of
Science Management in the Graduate School,
Universiti Utara Malaysia.**

By

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Di samping itu, pengiktirafan kepada saya dan UUM seharusnya diberikan dalam kegunaan bahan yang terdapat dalam kertas projek ini. Permohonan untuk kebenaran membuat salinan atau lain-lain kegunaan, sama ada keseluruhan atau sebahagiannya, boleh dibuat dengan menulis kepada:

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Abstract of Project Paper in Partial Fulfillment of the Requirements for the Degree of Master of Science Management.

HOME ENVIRONMENT AND ACHIEVEMENT IN ENGLISH

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NOVEMBER 1998

This study was basically an attempt to obtain an insight into the pattern of relationships among students' achievement in English and home environment variables. Specifically, the study aimed to determine the relationship of each of the home environment variables to students' achievement in English and the combined effect of the various home environment variables on students' achievement in English. This study was conducted in six secondary schools in District of Pasir Mas, Kelantan. A total of 400 students (i.e. 149 boys and 251 girls) from Form Four Science, Commerce and Arts streams were involved. The independent variable in this study was home environment. The analysis of data was based on one set of questionnaire, i.e. , the home environment questionnaire. The dependent variable in this study was student achievement in the PMR English examination. From the results of the study and a review of literature, it is inferred that the independent variable studied had considerable influence on the dependent variable. The study also revealed that the three home environment variables combined explained 60.6 % of the total variance in English achievement; the best single predictor of English achievement was parental attitudes and expectations; and a substantial amount of variance in English achievement remained unexplained. The findings have significant long-term implications for English teaching and learning in Malaysian schools. In view of the importance of home environment brought to light by this study, it is recommended that parents need to be kept informed of the objectives and implications of English programmes in schools so that they can provide a supportive environment at home which may help their children do well in English. As the study is a survey based only on the use of self-report questionnaire on home environment, information gathered from the questionnaire though valuable is relatively limited. Therefore it is

recommended that a follow-up study be carried out using a more precise measure and should include a check of the self-reports against actual observations and interviews with teachers, parents and students.

Abstrak Kertas Projek sebagai memenuhi sebahagian daripada keperluan untuk Ijazah Master Sains Pengurusan.

PERSEKITARAN RUMAH DAN PENCAPAIAN BAHASA INGGERIS

Oleh

SABRI BIN ABDULLAH

NOVEMBER 1998

Kajian ini pada dasarnya adalah percubaan untuk memperoleh gambaran tentang bentuk pertalian terhadap pencapaian pelajar dalam mata pelajaran Bahasa Inggeris dengan pembolehubah persekitaran rumah. Khususnya, kajian ini bertujuan untuk memastikan pertalian tiap-tiap pembolehubah persekitaran rumah dengan pencapaian pelajar dalam mata pelajaran Bahasa Inggeris serta kesan gabungan pembolehubah-pembolehubah persekitaran rumah terhadap pencapaian pelajar dalam mata pelajaran Bahasa Inggeris. Kajian ini telah dijalankan di enam buah sekolah menengah di Jajahan Pasir Mas, Kelantan. Seramai 400 orang pelajar (terdiri daripada 149 pelajar lelaki dan 251 pelajar perempuan) dari Tingkatan Empat Sains, Perdagangan dan Sastera telah terlibat. Pembolehubah tak bersandar ialah persekitaran rumah. Penganalisan data didasarkan pada satu set soal selidik, iaitu soal selidik persekitaran rumah. Sementara pembolehubah bersandar pula ialah pencapaian pelajar dalam mata pelajaran Bahasa Inggeris bagi peperiksaan Penilaian Menengah Rendah. Berdasarkan kepada keputusan kajian dan kajian-kajian yang berkaitan, ianya boleh dirumuskan bahawa pembolehubah tak bersandar mempunyai pengaruh yang agak kuat terhadap pembolehubah bersandar. Kajian ini juga menunjukkan bahawa pembolehubah persekitaran rumah menerangkan 60.6% daripada jumlah varian pembolehubah bersandar dalam pencapaian Bahasa Inggeris; sikap dan ekspektasi ibu bapa merupakan penunjuk yang paling baik dalam pencapaian Bahasa Inggeris; dan baki jumlah varian pencapaian dalam Bahasa Inggeris yang ada masih tidak dapat diterangkan. Dapatan kajian mempunyai implikasi jangka panjang yang signifikan dalam pengajaran dan pembelajaran Bahasa Inggeris di sekolah-sekolah di Malaysia. Oleh sebab itu dalam kajian ini dicadangkan bahawa ibu bapa perlu diberitahu tentang objektif dan implikasi program-program Bahasa Inggeris di sekolah-sekolah supaya mereka dapat memberikan kerjasama dalam

menyediakan persekitaran yang sesuai untuk membantu kejayaan anak-anak mereka dalam mata pelajaran Bahasa Inggeris. Kajian ini hanya berdasarkan kepada soalselidik laporan sendiri ke atas persekitaran rumah. Maklumat yang diperolehi adalah terhadap. Oleh itu, adalah dicadangkan kajian seterusnya perlu menggunakan ukuran yang lebih tepat serta mengadakan pemerhatian dan temuduga dengan guru-guru, ibu bapa dan pelajar-pelajar.

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To my beloved family:

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Thank you.

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LETTER OF APPROVAL

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LIST OF ABBREVIATIONS

UPSR	-	Ujian Penilaian Sekolah Rendah (Primary School Evaluation Test)
PMR	-	Penilaian Menengah Rendah (Lower Secondary School)
SMK	-	Sekolah Menengah Kebangsaan (National Secondary School)
PAE	-	Parental Attitudes and Expectations
HPR	-	Home Practices and Resources
SES	-	Socio-economic Status

CHAPTER 1

INTRODUCTION

Role and Status of English in Malaysia

English plays an important role in Malaysia and today it is officially described as 'an effective second language' (Platt and Weber, 1980: 162), a position reflected in the fact that it is taught from the first year of all primary schools. The reason for this status is largely historical: Until 1982, in many schools and most of the tertiary institutions, English was the medium of instructions. Hence, large numbers of Malaysians over the age of twenty five have had the major part of their education in this language and use it almost as well as they use Bahasa Malaysia, Chinese or Tamil.

An important phase in the planning and development of the new English Language curriculum in Malaysia is being represented in the 1980's. By this time the gradual process of changing the medium of instruction from English to Bahasa Malaysia has reached the tertiary level.

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